

CNC
Community
CHRONICLE

November 5, 1976
#29 of 1976

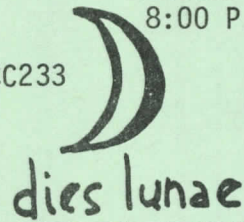
SUNDAY - November 7



MONDAY - November 8

Committee on Leisure Services - CC233
3:00 P.M.

Lecture on Adolescent Sexuality - L. Doerries
8:00 P.M. - G-145



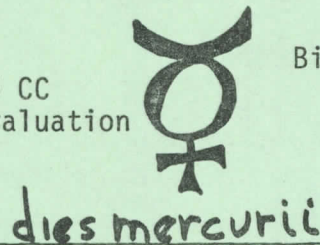
TUESDAY - November 9



WEDNESDAY - November 10

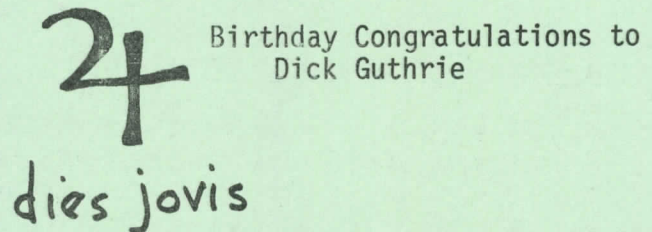
Curriculum Committee - 3:15 CC
Deadline Step #5 Faculty Evaluation
for 2nd Year Faculty

Birthday Congratulations to Lil Seats & Gary
Faulkner



THURSDAY - November 11

President's Administrative Council - 10:00 A.M.



Birthday Congratulations to
Dick Guthrie

FRIDAY - November 12

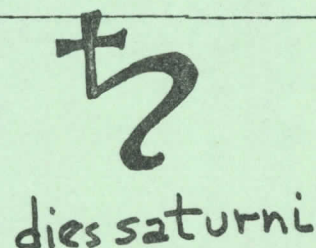
Faculty-Library Committee
Ms. Mosteller's Office - 10:00 A.M.
Education Dept. - 1:00 P.M.



FACULTY MEETING - N125 - 3:00 P.M.

P.E. Dept. - 10:00 A.M. - R131

SATURDAY - November 13



DEANS' ANNOUNCEMENTS

Attendance at Faculty Meetings

Although there are practically no classes scheduled after 2:00 P.M. on Fridays, we seldom realize participation in the monthly faculty meetings by more than 65% of the Faculty. Traditionally, attendance at and participation in faculty meetings has been considered to be one of the professional obligations of each faculty member. This is still the case. It is realized that it may not be possible for an individual to attend all meetings. Should a faculty member find it impossible to attend a meeting, he/she will so notify the Dean in writing and will include the reason for the absence.

Robert J. Edwards



LIBRARY NEWS

Book Trade Off

During the week of November 15th through 19th the Smith Library will hold an expanded version of its book trade off. Anyone who donates 25¢ to the library's leisure reading fund will be able to choose a paperback book from the more than 150 paperbacks available for selection. Donations will be used to buy best-sellers for the library's book collection. Request slips will be available to donors should anyone wish to recommend a particular book for purchase.

FACULTY NEWS

At the annual meeting of the American Society for Aesthetics in Toronto on October 31 JOHN HOAGLUND read a paper on "Aesthetic Quality." It was commented on by Dabney Townsend of the University of Texas at Arlington.

NOTICES

Hampton High Schools Visitation Day, Tuesday, November 9.

The History Department and the History Club will hold their second high school senior visitation day of the semester on November 9 from 9:00 A.M. to 1:00 P.M. Guests will be 40-50 students from the Exceptional Student Program who will come to the campus from the five Hampton high schools.

If you would like to have some of these students visit your class, labs, or other facilities on that day during the 9:30-10:45 or 11:00-12:15 periods, please let me know immediately so that your class or other activity can be listed on the program.

Also, a special showing of the well-received Peninsula bicentennial movie "Where Past is Present" will be held in the theater at 12:15. You are all cordially invited to the movie and to have refreshments with these high school students afterwards.

Jim Morris
(Extension 7121)

--from *Management* magazine

Teaching the boss to write

Courses in writing clear, concise reports have become a mini-industry

It may be old news that "Johnny can't write," but to legions of U. S. executives the problem is no longer in the schools but right next door in the executive suite. So appalling is the quality of written reports in some companies that senior executives are sending their managers—and sometimes themselves—



A PhD is no guarantee of good writing.

through writing courses intended to put some point back into the reports that cross their desks and to eliminate the extraneous material that increasingly obscures that point.

"It's hard for me to believe grown men write the kind of things I see in some client organizations," says Jack Shaw, a partner in the accounting firm of Touche Ross & Co. and the head of the New York office of its management services department. To head off such trouble on his own team, Shaw and some of his senior managers this week went through a writing and logic course offered by one of the writing consultants who are themselves becoming a mini-industry.

Report-writing courses are being treated with a new seriousness in industry. Companies are having to learn to cope not only with supervisors and first-line managers who have trouble communicating, but also with senior research scientists, B-school graduates, and otherwise bright top executives who cannot turn out a clearly written, logically organized interoffice memo—and often do not realize it.

Seeking conclusions. Unfortunately, education and intelligence offer no guarantees. "Those with PhDs may be the worst of all," says Albert Joseph, president of the Industrial Writing Institute, whose tape-and-slide and personally conducted courses have been given at hundreds of companies. "The higher the education, the worse the writing they've been exposed to."

Some of those who are most skilled in their own field are among the poorest writers. "Many people who are good on their feet can't put together four good sentences in a row," says Joan Griewank, director of market planning for CBS Records Div., who put herself and those working under her through the course of Barbara Minto, a London-based writing consultant whose week-long course, stressing logic more than style, costs \$1,300 (for groups up to 10).

The most common complaint of managers about the reports they receive is that the conclusions of the writer are either buried or missing altogether. But there is a whole catalog of other sins: excessive wordiness, poor grammar and sentence structure, atrocious spelling, and general confusion. "I see an erosion of writing skills in a lot of the young people we bring in here who are very bright," says Pepsi-Cola Co. President Victor A. Bonomo. He believes that since some 100 of his managers took Minto's course in the past three years, Pepsi's internal communication has significantly improved.

The payoff is that Bonomo himself spends much less time today going through reports, and he can grasp their point immediately. "And it avoids mistakes," he says. "We have had instances where material was completely misinterpreted." In one case, a Pepsi executive's reorganization plan that was turned down before he took the writing course was approved when he rewrote it after the course two weeks later.

Time savings can be significant. American Telephone & Telegraph Co., which started using Joseph's tape-and-slide course this spring, finds that

managers who take it can cut a 300-word report to 100 words. The time it takes to produce the report is reduced from one hour to half an hour, and reading time shrinks as well. Du Pont Co., which has a similar course, also puts managers through a writing seminar that shows them how to trim the size of reports by half.

Impressing clients. The writing consultants say a course must include top executives if it is to have maximum impact in a company. "The people we train in business are mostly managers and professionals," says Joseph. "They're highly educated, but educated people left to their own devices gradually pick up an academic style. It's slow and it causes misunderstanding. And most of them don't know beans about organizing. They never heard of putting the conclusion first."

PepsiCo's Bonomo: An erosion of writing skills among the young

Some of those who are supposed to know the most about writing reports really know the least. "Management consultants tend to be the frothiest and most pompous, perhaps to impress their clients," says consultant Pauline E. Putnam, whose own writing clinic clients include such companies as Standard Oil Co. of California and Pacific Gas & Electric Co.

Many executives feel that until the schools begin to rethink their own role in teaching students to write, the corporate efforts will amount to little more than skirmishes with the problem. "My course is really for people reading the reports, not the writers," says Minto. "You don't give the course unless somebody is complaining. I'm teaching an elite course for a small group of people, and yes, the impact is limited."

Wider impact. But there are signs that the impact is widening. Those who learn to write better reports tend to become more demanding in what they expect of the reports they receive. "When 800 people took my course at Standard of Ohio," says Joseph, "they began to ridicule the reports that still were written in the old style. The environment has changed."

But there still is much to be done. Edward F. Howard, chairman of Schorr & Howard, a public relations company that produced an elaborate guide to better written communications for one of its clients, gives a recent example. An executive of one of the largest corporations in the world was so insecure about a letter the company was sending to an American ambassador that he hired Schorr & Howard to compose the one-and-a-half pages that would go out above his signature.

The Management Development and Training Service (MDTS) of the Commonwealth of Virginia is offering the following courses in Richmond:

<u>Courses</u>	<u>Date and Time</u>
1. HUS 160. <u>Conference Planning, Leadership, and Participation</u> (no prerequisites)	11/18/76 or 2/10/77 8:30-4:30
2. HUS 121. <u>Styles of Managing With People II</u> (prerequisite HUS 120)	12/2-3/76 or 12/9-10/76 8:30-4:30
3. HUS 130. <u>Women In Management</u> (for women) (no prerequisites)	11/16-17/76 or 12/7-8/76 8:30-4:30
4. HUS 131. <u>Women In Management II</u> (for women) (prerequisite HUS 130)	1/11-12/77 8:30-4:30

Executive Order No. 1 requires that all state employees have an equal opportunity for training and development activities. If you are interested in attending any of the above courses, contact Lora Friedman (Ext. 7070).

COMMITTEE REPORTS

Curriculum Committee

We recommend the following to the Faculty:

I. Business/Economics

Econ. 200. Consumer Economics (3-3-0)

A functional course designed to meet the needs of individuals and families in dealing with the recognition and solution of growing and complex financial decisions. A practical approach to judgment and decision making regarding average daily and lifetime economic decisions.

This course has been offered twice as a Topic and was successful each time. It will relate economic theory to real problems and to solutions of these problems.

Econ. 391. Contemporary Economic Issues (3-3-0) Prerequisite: Economics 201 and 202.

A course concentrating on economic analysis of socio-political problems rather than economic theories. It is intended to convey the breadth, scope, and relevance of economic analysis to both public and private decision-making of various economic issues. Students will learn to apply specific analytical techniques to various socio-economic problems.

An elective for any student but designed for economics and business students.

II. Mathematics

Math. 300. Mathematical Statistics (3-3-0) Prerequisite: Math 240. Taught spring semester.

Elementary probability, random variables, probability distributions, binomial, normal, and Poisson distributions, estimation, hypothesis testing, and confidence intervals. Suitable for mathematics, science, and MIS majors.

This course has been offered several times as a topic. It is more sophisticated than Math 125 and will help round out the degree program in math.

III. Sociology

Sociology 305. The Sociology of Aging (3-3-0) Prerequisite: Sociology 200. Fall semester.

Aging as a social process and its relation to biological and psychological processes. Analysis of role loss, changing roles as a result of aging. Problems associated with the social aspects of aging. Social programs for the aging.

Has been successfully offered as a topic. An elective for Soc. majors, nursing students, those in social work and any interested student.

Sociology 315. Medical Sociology (3-3-0)

Prerequisite: Soc. 200. Spring semester, alternate years.

The analysis of the socio-cultural context of disease and the health care system. The course focuses upon the social and cultural aspects of disease etiology, illness behaviors, the formal and informal organization of the health professions and the system of health care delivery.

An elective for degree students that will have appeal for non-degree students as well, this is an area of growing importance in sociology and health care.

IV. Fine & Performing Arts

Communications 170. Introduction to Photography and Photographic Processes (3-3-2)

Fundamentals of lighting, exposure, processing, printing, and composition introduction to color. Camera required: Students must have the use of a 35 MM or 2-1/4 square camera, with either range finder, or reflex viewing and adjustable focus and f/stops. A light meter is required (this may be built into the camera). Students will be required to furnish film, film developer, and printing paper.

Successful as topics several times.

Communications 214. Fundamentals of Voice and Diction (3-2-2)

Cross-listed Speech and Theatre Arts.

Study of basic principles underlying the effective use of the voice and exploration of practical methods leading to acceptable standards of diction.

Art 241. Ceramics (3-0-6)

Prerequisite: F.A. 218 or consent of instructor.

An introductory course in pottery with an emphasis on hand building.

Art 341. Advanced Ceramics (3-0-6)

Prerequisites: Art 241, Ceramics, and consent of the instructor.

The emphasis is on the individual student's competence and mastery of wheel techniques, green ware and bisque decoration. (Offered Fall/Spring)

Fine Art 251. Sculpture (3-0-6)

Prerequisites: Fine Art 241 (Ceramics) and consent of instructor.

A basic course in the problems of three-dimensional design.

Fine Arts 351. Advanced Sculpture (3-0-6)

Prerequisite: Fine Arts 251, Sculpture and consent of instructor.

The development of competence in one sculptural medium (e.g. clay or stone) and end-object (e.g. portraiture).

Music 213-214. Advanced Theory of Music (4-3-2)(4-3-2)
Prerequisite: Music 113-114, Elementary Theory of Music.

Altered chords, chromatic harmony, formal and harmonic analysis, sight singing, harmonic dictation and keyboard harmony will be studied.

The present two-hundred level music theory course will be re-numbered as a 100-level course.

V. Political Science

The Department of Political Science requests that the following change be made in the distribution requirements within the BSGA Degree. The change is designed to expand the career options of BSGA majors in the area of accounting.

Current Requirement: Computer 200 or 220 (3 hrs.)
Requested Change: Computer 200 or 220; or Accounting 201 (3 hrs.)

This change will enable BSGA majors to prepare for advanced courses in accounting or computers. The rationale for the change is based on a survey of Political Science graduates (conducted in July and August, 1976), which indicated that preparation in accounting would provide more useful career skills than has been the case with preparation in the computer field. This change would enable Political Science advisers to provide students with flexible career planning which reflects the demands of the current job market.

Political Science 442. Planning of Open Space and Recreation Areas
(3-3-0)

Prerequisite: One of the following three courses: P.E.190, Biol.306, Pol.Sci.331, or consent of the instructor.

Principles of planning for open space and recreation areas. The course examines the principles employed in serving suburban and rural populations and those emerging principles proposed for serving inner city population. It considers the identification of goals, needs, and resources; the standards of space and location design; and the laws and financing methods available for plan implementation. Attention is given also to the range of public administrative agencies responsible for recreation area planning. The course concludes with some discussion of site design.

This course will compliment the Parks and Recreation tract in Biology as well as an elective in Pol.Sci.

Political Science 101. Understanding Public Affairs: Public Issues and Controversies (3-3-0)

Taught both semesters.

An examination of major domestic and foreign issues, such as urban problems, the role of bureaucracy in contemporary American society, oil crises, detente, hunger and economic development. Emphasis is placed on the influence of ideologies on American views of public

issues and controversies.

This description would be followed by a slightly revised description of the present 100 course, which would be renumbered as 102.

Political Science 102. Understanding Public Affairs: American Political Behavior (3-3-0)

Taught both semesters.

How issues are resolved within American democracy. The course considers the roles of various institutional processes-legislative, executive, judicial, the behavior of parties, interest group activity.

VI. Biology and Environmental Science

Biology 207. Pioneer Biology - Living Off the Land (3-3-0)

The interdependence of man and his environment through the investigation and experiencing of pioneer living practices. Home-site selection and construction agricultural practices edible wild foods, weaving, folk and natural medicine, and modern aspects of homesteading are discussed. Cannot count as credit toward the major.

Biology 219. Nutrition (3-3-0)

Prerequisites: Introductory chemistry or biology.

A development of knowledge concerning food and health. Materials to be covered include specific dietary requirements, the roles of nutrients in organisms, problems with nutrient deficiencies, sources of nutrients. In addition, other aspects of nutrition are discussed including; food production and supply, food processing and technology, food additives, toxic materials in foods, food absorption and utilization.

Biology 417. Biogeography (3-3-0)

Prerequisite: Junior standing and a minimum of 10 semester hours of biology. Taught fall semester, 1977-78.

Descriptive and interpretative study of the basis of past and present distribution of major plant and animal units of the world.

Each of the above courses has been offered at least twice successfully as a topic.

The Committee discussed the following:

Theatre 210, 211. Introduction to the Theatre (3-3-0)

A historical and practical study of theatre as a composite form of art. Major plays from various epochs will be studied both in terms of dramaturgy and theatre history. Practical methods will be explored for translating these plays into theatre.

This was submitted as a request to satisfy the Humanities Distribution requirement. The Committee sent this proposal back to the department for further study in relation to course description and asked for a

syllabus for the entire year.

Request that Speech 201: Public Speaking be included in
GENERAL REQUIREMENTS FOR GRADUATION
BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES
HUMANITIES DIVISION.

Disapproved this request.

We tabled a request from Mr. Prow for the addition of a lab to Geography 201 and Geography 202 which would convert these two geography courses into geology courses. The Committee felt that outside consultation was necessary before we could act on these proposals.

Jean Pugh

Faculty Advisory Committee

The meetings of the CNC Board of Visitors and the College of William and Mary/CNC Board of Visitors will be attended by the Chairman of the FAC, the Vice-Chairman of the Faculty, and one or two other members of FAC on a rotating basis. The next such meetings are on November 17 and 19.

On October 13, the Vice-Chairman of the Faculty, Chairman of FAC, and FAC member, Dr. Bill Parks attended the meeting of the Committee on Academic Affairs of the CNC Board of Visitors. Mr. Brauer, Mr. Walker, and Mr. Savage were in attendance from the Board. Dean Edwards briefed the Board members concerning the academic departments in general and possible administrative reorganization of the academic structure of the college. The interest of the Board members was evident from their penetrating questions and eagerness to learn about CNC in the fastest possible time.

The Chairman of the FAC and the Vice-Chairman of the Faculty, Dr. Jean Pugh, have been appointed to the President's Administrative Council for this academic year. The Faculty is reminded of these avenues of communication to the Administration when there are matters of appropriate administrative concern. The council meets every two weeks; the next meeting is on Thursday, November 11 at 10 A.M. Agenda items are submitted by the preceding Tuesday.

At the present time there are no faculty development funds available. When such funds become available, a new application period will be announced.

MOTION #1. In response to a request by Dean Musial and to concerns expressed by the Office of the Registrar, a new policy on Challenging a Course has been developed by FAC and will be presented to the Faculty in the form of a motion at the November 12 Faculty Meeting.

DRAFT

Challenging a Course

Students who have become exceptionally knowledgeable through life experiences in the subject matter of certain courses offered at the College may challenge these courses. The student upon demonstrating proficiency through evaluation procedures established by

the individual academic departments may earn credit for each such course. Only those courses which do not appear on his transcript from Christopher Newport College or any other college may be challenged. When a course is challenged successfully a grade of P (Pass) and the appropriate hours of credit will be entered on the transcript. No entry will be made on the transcript if the challenge is unsuccessful. A student may challenge a particular course only once.

Students are directed to the brochure on Procedures on Challenging Courses available in the Office of the Registrar.

To facilitate the implementation of this policy, the FAC has made the following recommendations to Dean Edwards and Dean Musial:

1. Each academic department should decide the following:
 - A. The departmental courses which may be challenged.
 - B. The specific procedures for challenging the course.
 - C. The person in the department to whom student should address inquiries.
 - D. The specific time period for challenging courses.
2. A college-wide brochure should be published which delineates the policies and procedures for challenging courses in each academic department.
3. The Administration should request each department to supply this information in time for publication in brochure form by the beginning of spring semester 1977.
4. FAC and the Administration should publish some guidelines to assist the departments as they define their procedures and the courses which may be challenged.
5. An appropriate fee or fee structure should be established by the Administration. It is suggested that the fee should not be less than \$20.00 which is the current fee for CLEP exams.
6. The Registrar should establish and maintain a file of the courses challenged. Duplicate files may be kept in the individual departments, but a single, official, central file should also be maintained.

RATIONALE -

The current policy in the catalog states:

Challenging a Course

Students who have become very knowledgeable about or proficient in the material covered in any course offered at the College, including Physical Education activities courses, may challenge the course. By passing an appropriate examination or proficiency test, the student may earn credit for the course without enrolling in it. For details on this procedure, students should see the chairman of the department in which the course is offered.

This policy has precipitated the following questions from students:

- May I challenge a course in which I have already earned a C, D, or F at CNC or at another institution?
- Which courses may be challenged in each department?
- What are the fees?
- What grade is recorded on my transcript if I pass?
- How many times may I challenge a course?
- Where may I learn all the information about challenging a course at CNC?

The number and nature of the inquiries indicate that the policy in the catalog is vague and offers insufficient guidance to the student, the academic departments, and the Registrar.

The recommended policy, although more specific than the current policy, allows each department to establish the precise guidelines appropriate to the discipline and the course offerings for publication in a college brochure.

The recommended policy is based on the rationale that students may earn academic credit by evaluation procedures for knowledge and skills gained through past experience. A student may not challenge a course for the express purpose of raising his quality point average. This practice is possible under the present ambiguous policy.

MOTION #2. The Faculty will elect an ad hoc committee of three members to propose policies on faculty benefits for recommendation to the faculty and the administration.

RATIONALE -

CNC has no written policies which apply when a faculty member becomes sick, disabled or pregnant. Such policies are in the best interest and welfare of the present faculty and are of interest to prospective members of the faculty.

The FAC is aware that some members of the faculty have expertise in the area of fringe benefit policies. It is recommended that we avail ourselves of this specialized knowledge. The recommendations of the Virginia Faculty Senate are available to serve as a springboard for work of the ad hoc committee.

Elizabeth A. Daly
Chairman, FAC

Nominations Committee

The Nominations Committee submits the following nominees for a position on the Faculty Evaluation Committee to complete the unexpired term of Professor Edwin C. Boyd, who has resigned from the Committee. To fulfill By-Laws requirements, the position must be filled by a member of the Business and Economics Division faculty. The vacant position expires in 1978. Nominees:

Gary S. Vazzana	Asst. Prof.	Management, Marketing, & Retailing Department
David J. Kowarsky	Asst. Prof.	Accounting & Finance Dept.

TO: Department Chairmen.

FROM: Jean Pugh, Vice Chairman of the Faculty
Liz Daly, Chairman of the Faculty Advisory Committee.

Subject: Faculty Retreat.

President Windsor has requested that we plan a faculty retreat on professional development. This retreat will take place in Williamsburg on Tuesday, November 23, 1976 from 9:00 A.M. - 3:30 P.M.

The purpose of this retreat is to discuss various concepts of faculty development in the areas of teaching, research, and public service and to plan specific ways by which we as a faculty can develop as professionals.

In order to assure the widest participation by members of the various disciplines, each academic department is requested to select a faculty member to attend this retreat. In order to insure the maximum benefit to all, the person selected must make arrangements to attend the entire retreat. The departments with fewer than three full-time members are asked to join another department to select jointly a single representative.

Classical Studies - Modern Languages
Geography - Biology

It is suggested that each department choose an alternate participant for the retreat. The department chairmen are requested to forward the name of the participant and the alternate to Jean Pugh by Monday morning, November 15 at the latest.

At noon on November 15, a brief meeting will be held in Room 233 in the Campus Center with President Windsor and all departmental participants to discuss the format of the retreat and to distribute literature on faculty development.

We look forward to this first Faculty Retreat being a positive, professional experience where faculty members can engage in worthwhile, candid dialogue in a relaxed, off-campus environment.

The names of the participants from each department will be published in the Chronicle of November 19 and a full report will be given to the Faculty subsequent to November 23.

Department chairmen are asked to contact either J. Pugh or E. Daly for any further information.

TO: Faculty.

FROM: Mario D. Mazzarella, Hearing Examiner,
Academic Hearing Board.

Subject: Amendment to Code for Academic Work.

The Academic Hearing Board of CNC requests that the faculty approve the following amendment to the Code for Academic Work.

Where paragraph II, A, 3 reads "...if the student denies guilt, the

professor must present the case to the Academic Hearing Board..." change to: "...if the student denies guilt or refuses to plead guilt or innocence, the professor must present the case to the Academic Hearing Board..." (amendment underlined).

Reason for change: The present College catalogue states that, during the Drop Period (which extends from the end of the Add/Drop period to the last day to drop a course without penalty of a failing grade) a student may drop a course "for justifiable reasons upon application to the Registrar. The professor's approval is not necessary until after the drop date. It has happened that students have been confronted with firm evidence of their having cheated during that drop period. Without pleading guilt or innocence, some of these students have hastened to drop the course and effectively evaded any consequences."

The Academic Hearing Board has already requested the administration to require that students dropping a course during the Drop Period obtain the approval of the professor of that course. But in order to prevent an impasse from being created by the refusal of an accused person to plead either guilt or innocence (which is his prerogative) the above amendment is offered.

These steps should insure that issues of cheating are fairly, justly and expeditiously resolved in a manner that will protect the rights and standards of all the members of the academic community of CNC.

TO: The Faculty.

FROM: John Hoaglund.

Subject: Statement on Tenure.

This motion will be made at the faculty meeting November 12:

That the Tenure Policy approved by the Faculty in May, 1976, be amended as follows:

The final sentence of Sec. I, page 1 now reads: "The award of tenure is based both on the merit of the individual faculty member and the long term needs and mission of the department and the College, and is awarded only after a suitable probationary period."

Amendment: Add this sentence:

"The College does not have a tenure quota."

Reason: The faculty assumed this in approving the Tenure Policy, and the administration has repeatedly affirmed that this sentence is meaningful. It seems too important a point not to treat explicitly.
